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ABSTRACT

This manual is designed to assist English-as-a-Second-Language (ESL) teachers in adult basic education programs in assessing and documenting student progress. It is organized into five sections according to skill areas: reading; writing; speaking; listening; and computation. Each section includes a list of core competencies, a list of assessment strategies and tools, a set of forms, and instructions for their use. Competencies are based on practical needs and daily living skills. Samples of assessment tools from a variety of sources are also appended. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

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ED 417 616

PRACTICAL CLASSROOM ASSESSMENT:
A Resource Manual

Jean Nishi & Verna Sison

Spring 1995

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PRACTICAL CLASSROOM ASSESSMENT
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We are greatly indebted to our ESL faculty, who furnished many of the ideas in this manual. We especially wish to recognize Jim Lourie for his major contributions to this project. Without his enthusiasm and unlimited storehouse of ideas, we would not have been able to include so many innovative resource materials. It was through his creative research that we discovered Adventures in Assessment, a seven-volume series published by the Massachusetts System for Adult Basic Education Support (SABES). This series furnished many of the practical examples included in this manual.

Finally, we wish to recognize Melody Schneider and Mallory Clarke for their work in Dimensions of Change, An Authentic Assessment Guidebook, published by the ABLE Network of Washington. This book was a major springboard for our discussions and helped us to clarify our ideas about assessment.

FOREWORD

"Do what you can, with what you have, where you are."

Teddy Roosevelt

Most teachers do not have the time to pause and reflect on what they already do and do well in the classroom. The above statement reminds us that to do what we can right now in assessing the quality of teaching and learning is perhaps the greatest step in understanding assessment. It also says to begin with the tools and the knowledge that we already possess.

To ask what is assessment, we must ask what our mission is as teachers. Pat Cross in her book, Classroom Assessment Techniques: A Handbook for College Teachers states that our mission is "to produce the highest possible quality of student learning... and .. to help students learn more effectively and efficiently than they could on their own (3)".

In order to fulfill this mission, we need to find out what students are learning in the classroom. Through assessment, we can discover the gaps that may exist between what is taught and what is learned. How many of us find that at the end of the quarter students still do not understand what has been taught? Such unpleasant surprises can be avoided if teachers clarify what they are teaching and conduct appropriate assessment in a meaningful and timely manner. Good assessment gives us valuable information which we can use to improve the quality of student learning.

Jim Lourie
ESL, Basic Studies Division
Seattle Central Community College

INTRODUCTION

Project Background

There is agreement among the faculty of the Seattle Central Community College Basic Studies Division that the assessment tools currently being used in the ESL program do not provide complete information on the students' true ability and progress in the core competencies. In the fall of 1994, the ESL faculty met and discussed the issues relating to the problem of assessment. The consensus at the meeting was that other means of assessment, in addition to the traditional paper and pencil method, would improve the teachers' ability to accurately measure the reading, writing, listening, and speaking skills of the students. The ensuing brainstorming session produced a list of possible ways of assessing what was being taught. This project was initiated with the goal of clarifying, organizing, and expanding the material on the original list.

The Resource Manual

This manual is organized into five sections according to the skill areas of reading, writing, speaking, listening and computation. Each section includes a list of core competencies, a list of assessment strategies and tools, and a set of forms. We have also incorporated samples of assessment tools from other sources in an appendix. Many of these samples were taken from Melody Schneider and Mallory Clarke's Dimensions of Change, published by ABLE Network of Washington, and Adventures in Assessment, edited by Loren McGrail and published by SABES under the sponsorship of the Massachusetts Department of Education.

Using the Resource Manual

This manual is intended to help the teacher conduct assessment and document the results in a practical and efficient manner. We hope it will encourage teachers to assess students more frequently and in more varied ways. To use this manual, choose a competency from the list and an appropriate strategy or tool. Use the forms to record observations or results. (See the mock forms included in each section.) Most of the forms will be a teacher's record for the whole class, although some forms are intended for students to use individually. The focus of this project is ongoing assessment from the teacher's point of view. Effective assessment, however, must involve the student in a dynamic, interactive and reflective process. Appendix E is a compilation of various other assessment tools that provide insightful examples of initial, ongoing and final assessment.

READING

This section includes a general and functional competency list, one suggestion for assessing reading holistically in the classroom, a list of strategies and tools, a set of forms, and an appendix of additional reading assessment tools and forms.

About the Forms

The **reading competencies form** is intended for use with the general or functional competency list. Choose a competency from the list and an appropriate strategy or tool. Write in the code for the competency in the space provided at the top of the form. In the same space, write in the strategy/tool you will be using to assess that competency. Use the columns to record your observations or results. The same code may be repeated depending on how often you assess that particular competency. However, the tool you use each time may be different. Suggested methods of recording:

- **+ (70% and up) or - (below 70%)**
- **M (Mastered) or NY (Not Yet)**

The **holistic reading form** is primarily an observation form. The headings reflect the list describing the characteristics of a successful reader (see page 7). The form is intended to help teachers document the behavior when it is observed. We suggest using a check mark. However, some teachers may possibly use it to note those students who do not show the behavior.

The **student reading record form** helps the students keep track of their reading in and out of class. It encourages them to monitor their learning and be active partners in their education. It will also give the teacher additional information useful to the process of assessment. All of the forms in this section should be used in ongoing assessment.

General Reading Competencies

These competencies were taken from the Seattle Central Community College Basic Studies ESL Curriculum and the Washington State Core Competencies. We have categorized them as general competencies because they reflect the basic skills involved in the process of reading. The list is somewhat hierarchical, although some skills are applicable to all levels. Each item in the list has a code which can be used as headings in the corresponding forms, as teachers assess the competency.

1. Apply basic phonics rules and recognize sight words. **(PHONICS)**

2. Read and understand simple statements and questions using context clues and sound and symbol relationships. **(SENT. COMP.)**

3. Distinguish main ideas from supporting details. **(MAIN IDEA)**

4. Identify the meaning of unfamiliar words using knowledge of phonics, basic prefixes, suffixes, and roots. **(WORD ANALYSIS)**

5. Identify the meaning of unfamiliar words using simple context clues. **(VOCAB.)**

6. Demonstrate ability to skim reading materials for main ideas and scan for details. **(SKIM/SCAN)**

7. Determine the meaning and pronunciation or verify the spelling of words by using an English-English dictionary. **(DICT.)**

8. Follow written directions to perform an activity. **(DIRECT.)**

9. Demonstrate the ability to draw inferences from written materials by separating fact from opinion, drawing conclusions and predicting outcomes. **(INFERENCE)**

10. Synthesize (construct parts into a new whole) information from a variety of written sources in order to make plans, decisions, or form opinions. **(SYNTHESIS)**

11. Extract information from simple graphs, charts, diagrams and maps. **(GRAPHS)**

12. Recognize the numerical value of Roman numerals and the meaning of common symbols, such as #, @, &, found in reading materials. **(SYMBOLS)**

Functional Reading Competencies

These competencies were taken from the SCCC Basic Studies ESL Curriculum and the Washington State Core Competencies. We have categorized them as functional competencies because they are practical skills which are specific to a situation. The list is somewhat hierarchical, although some skills are applicable to all levels. Each item in the list has a code which can be used as headings in the corresponding forms, as teachers assess the competency.

1. Recognize basic words on a personal information form, such as name, address, etc. **(FORM)**

2. Read and understand clock time and dates. **(TIME/DATE)**

3. Understand and use alphabetical and numerical order. **(ALPH./NO.)**

4. Interpret words and symbols on signs and warning labels. **(SIGNS)**

5. Read schedules, calendars, and correspondence. **(SCHED.)**

6. Understand common abbreviations. **(ABBREV.)**

7. Locate places and determine routes on maps and transportation schedules **(MAP)**

8. Extract important information from bills, receipts, bank statements, or pay stubs. **(BILLS)**

9. Read announcements and advertisements in full or abbreviated form. **(ADVER.)**

10. Locate information in printed resource materials such as telephone directory, newspapers, etc. **(RES. MATERIALS)**

11. Locate materials in the catalog, microfiche, files, or indexes. **(LIB.)**

Holistic Reading Assessment

The following is a list of behaviors characteristic of successful readers. This list is intended to help teachers assess their students' reading ability holistically. The accompanying form (see page 12) may be used to document these behaviors as they are observed over a period of time.

A successful reader :

1. Uses reading strategies which include:

    - chunking - reading text in thought units
    - skimming and scanning
    - rereading for clarification of meaning
    - guessing
    - mind mapping
    - predicting
    - making connections between current reading and previous knowledge
    - using non-textual clues such as bold print, pictures, italics
    - using context clues to get the meaning of new vocabulary
    - using the dictionary at appropriate times

2. Demonstrates speed and accuracy appropriate to the text.

3. Can find his/her way around text. The student can locate with ease the appropriate page, word, or line being pointed out or discussed.

4. Shows interest or enjoyment in reading.

5. Contributes actively to discussions about the reading.

Reading Assessment Strategies and Tools

These strategies and tools are commonly used in the assessment of reading. They were compiled from the suggestions of the Basic Studies ESL teachers and other sources. Teachers can use this list to determine the appropriate tools for the competencies they need to assess. The accompanying forms are designed for them to record their observations and results.

1. Cloze: a technique in which every fifth word is deleted from the passage, although the first and last sentences are left intact. Students fill in the blanks with the missing word, and no substitutions are allowed. This technique can be adapted to assess different aspects of reading.

2. Copying: most applicable at the low levels. Accuracy in copying can indicate the student's ability to recognize and understand words and sentences.

3. Fill out chart: a visual diagram of the different elements of a story which students complete. (See appendix R2 for an example.)

4. Journal response: students write down their responses or reactions to a selection in their journals. Reading the entries can be a quick way to find out which students understood the main points in the reading.

5. Matching: most commonly used in the lower levels. Students match words with pictures, words with their synonyms or antonyms, words with definitions, or concepts with their paraphrases.

6. Miscue analysis: individually administered, this technique yields good information on a reader's word attack skills and general comprehension. A student reads a passage out loud, while the teacher marks every error on his/her copy. (See appendix R1 for detailed description of the technique.)

7. Paraphrasing: the student uses own words to restate ideas from the reading without changing the original meaning.

8. Pointing: the teacher points to a word and the student reads it, or the teacher says a word and the student indicates it in the text.

9. Problem solving: a strategy for assessing a student's ability to evaluate and analyze. Students read a passage, identify and analyze the problem, and present possible solutions.

10. Proficiency reading: students are asked to read (without "warm-up") an unfamiliar passage that is at the same level of difficulty as the readings being done in class. The teacher can observe how successfully students manage new material. Effective assessment would include a post-activity discussion in which the teacher asks students to analyze the reading strategies they used to understand the new passage.

11. Question and answer: a widely used assessment tool which generally falls into the following categories.
    - multiple choice answers
    - true/false
    - open-ended questions - students give brief answers in their own words

12. Reading out loud: oral reading which can indicate the student's ability to sound out and pronounce words, or to group words meaningfully ("chunk").

13. Retelling: the student summarizes the main points or reconstructs the story either orally or in writing.

14. Scanning: students are asked to read passages quickly to locate specific information such as an important date, a name, or a word.

15. Sentence completion: students are asked to complete individual sentences with words taken from a word bank supplied by the teacher.

16. Skimming: students are asked to read passages quickly to get the main points. This is an assessment strategy used with question and answer.

17. Strip story: this technique involves putting each sentence from a story on individual strips of paper. Students are asked to reconstruct the story by arranging the strips in the correct order. A good tool for determining a student's ability to sequence events and to understand the flow of ideas.

18. Student-generated questions: students are asked to make questions about the reading passage that accurately reflect the basic information in the passage.

19. Vocabulary list: the students compile an individualized list of words that they would like to learn from the various readings (See appendix R5 for sample). Some assessment strategies would be:

    a. The class compiles a master list with contributions from all students, and the teacher designs a vocabulary test for the class list.

b. The teacher can test the students individually on their personal list.

c. Students analyze their knowledge of the words in a final inventory. (See appendix R6 for example.)

READING

READING FORMS

READING COMPETENCIES FORM

Student Names							

General

Functional

Sample

READING COMPETENCIES FORM

Student Names	comprehend. Retell	comprehend Summary	Details Q + A	Detail Recall	Voc. usage		
Maria Cortez	–	+	+	+	+		
Joel Lee	+	+	–	+	–		
Iiko Kato	+	+	+	+	–		
Ling Way	–	–	+	+	+		
Richard Chang	+	+	+	–	–		
Francisco							

Sample

READING COMPETENCIES FORM

Student Names	Form Pointing	Form copying	Time/Date matching	Schedule read outloud	Schedule pointing	Signs pointing	
Phong Tran	−	+	+	−	+	+	
Carmen Otis	+	+	−	+	+	+	
Francisco Castro	+	−	+	−	+	+	
Linda Nhoc	−	−	−	+	+	+	
Tom Lawson	+	+	+	+	+	+	

HOLISTIC READING FORM

Student Names	Uses reading strategies	Shows speed and accuracy	Finds way around text	Shows interest and enjoyment	Contributes to discussions

Sample

HOLISTIC READING FORM

Student Names	Uses reading strategies				Shows speed and accuracy				Finds way around text				Shows interest and enjoyment				Contributes to discussions			
Roberto Mendez	1/6		1/15			2/14		2/20		1/5		2/4	1/6		1/10	1/15		1/10	2/7	2/10
Alisa Chang				2/4			2/18				1/10								2/7	
Ben Matsui		1/6				1/16								1/16						
Kim Soon Oak											1/10									
Min Wang	1/6	1/16		2/4		2/14		2/20						1/20				1/10		

NAME _____

STUDENT READING RECORD

WEEK	NUMBER OF PAGES	MATERIAL READ	How was it? EASY	JUST RIGHT	HARD
1					
2					
3					
4					
5					
6					
7					
8					

NAME Mohamad Ali

Sample

STUDENT READING RECORD

WEEK	NUMBER OF PAGES	MATERIAL READ	How was it? EASY	JUST RIGHT	HARD
1	20	Contact U.S.A		✓	
	5	Newspaper			✓
	50	Novel	✓		
	2	Electrical Ins.			✓
2					
3					
4					
5					
6					
7					
8					

APPENDIX A

MISCUE ANALYSIS

A miscue analysis helps teachers and students understand the kinds of strategies students use when they read.

What you need: A complete text that is slightly challenging to the reader.
A copy of the text to write on.
A tape recorder and tape (optional).

Steps: Students read the text out loud.
The teacher marks miscues on the copy.
Students retell the piece in their own words.
Teacher records what they say.
Together they analyze what strategies the students are using and which they need to become good, efficient readers.

Use the tape recorder to review the reading with the student. Let them listen to their reading and analyze their own miscues.

Markings

Use the following markings to note the miscues.

1) Guesses phonetically but there is no such word.
Write the phonetic representation above the word.

2) The reader substitutes a word in context.
Write in the word replacement.

3) The reader leaves out a word.
Circle the omitted word.

4) The reader inserts a word.
Insert the word with a caret.

5) A miscue is corrected by the reader.
Underline the miscue.

Count the number of types of miscues and decide which strategies that would help the student become a more efficient reader.

Reading Progress Checklist

der: _____ Teacher: _____ Date: _____

		Often Evident	Sometimes Evident	Rarely Evident	Not Yet Evident
1.	Seems to understand in-class readings	1.			
2.	Reports understanding reading outside of class	2.			
3.	Participates in pre-reading & post-reading discussions	3.			
4.	Connects reading with own experience/ knowledge and questions what is read	4.			
5.	Participates in group activities designed to develop reading strategies	5.			
6.	Understands that gaining meaning is the purpose of reading	6.			
	Uses prediction to make sense of text	7.			
8.	Willing to guess at unfamiliar words	8.			
9.	Uses context to guess at unfamiliar words & make sense of text	9.			
10.	Uses prior knowledge of subject to make sense of text	10.			
11.	Changes approach to reading depending on the type of text	11.			
12.	Uses graphophonic cues appropriately	12.			

Comments:

COMPREHENSION

Your name:
Date:

Name of piece_____ Author_____

Tell the story in your words:

What happens/ Events

Who is in it/People

When/Time

Where/Places

Why/Reasons

READING CONFERENCE CHECKLIST

WHAT: teacher's checklist to organize information from an individual reading conference with developing and more advanced readers

WHY: helps teacher categorize and analyze information from conferences, as well as remind her/him which areas to pay attention to in reading conferences

HOW: on an individual basis, as needed

WHEN: especially helpful when a teacher is new to reading conferences; done throughout the class cycle, although not necessarily with every reading conference.

Name of Student _____ Date _____

Name of book _____ Approximate level _____

How well did student enjoy this book: Very Well Some Not Very Well

Appropriateness of this selection: Good Too Easy Too Hard

I. Comprehension: General Understanding of book: ☐ Good ☐ Fair ☐ Poor

1. Retelling — Very Good Good Fair Poor
   - ☐ Unaided recall
   - ☐ Accuracy of recall
   - ☐ Recall when asked questions

2. Recognition of:
   - ☐ Character identification
   - ☐ Character descriptions
   - ☐ Events in succession
   - ☐ Plot summary

II. Oral Reading Fluency:

Rate: ☐ Good ☐ Too Slow ☐ Too Fast

- ☐ Word-by-word reading
- ☐ Poor phrasing
- ☐ Lacks good sight vocabulary
- ☐ Reversals: letter/word/phrase
- ☐ Gross mispronunciations
- ☐ Substitutions
- ☐ Self corrects
- ☐ Ignores punctuations
- ☐ Repetitions: word/phrases
- ☐ Omissions: sounds/words
- ☐ Additions: sounds/words
- ☐ Confuses similar-looking words
- ☐ Loses place frequently

☐ Responds to unknown words by:

III. Word Recognition: General accuracy of word perception: Good Fair Poor

Needs help in:

- ☐ Context clues
  - Syntactic context clues: signals provided by word endings, function words and word order
  - Semantic context clues: meaningful relations among words
- ☐ Configuration clues: the shape of the word
- ☐ Phonemic analysis: knowledge of wrods or word parts (e.g. window and sill=windowsill)
- ☐ Structural analysis: knowledge of affixes and bases of words
- ☐ Accurate, rapid word recognition

Summary:

Recommendations:

R5

VOCABULARY LIST

Name
Date

Vocabulary Word	Meaning	Sentence	Date used out of class

FINAL VOCABULARY INVENTORY

Below you will find a complete list of the vocabulary words that we studied this quarter. As you review the list, check the columns which apply.

Words	I use the word in daily speech	I have used it occasionally	I understand the word when I read or hear it	I need more review

T1 R7

SELF EVALUATION OF READING RESPONSES

WHAT: learner's form to use to reflect on own reading responses in response journals

WHY: gives more advanced readers an opportunity to look back at and value the growth and variety of their responses to reading they have had over a period of time

HOW: learner looks over response journal of a period of time (6-8 weeks) and then uses the form to reflect critically on the responses and the process

WHEN: intermittently, throughout the class cycle.

A response journal is a notebook or folder in which students record their own personal reactions to, questions about, and reflections on a book they are reading with a group or independently. A response can also be about a TV show, a movie, a meeting, or a family event, that was meaningful to the student.

The student is developing awareness of, and eventually commitment to, their own learning processes necessary to help them develop effective reading strategies.

The Response Journal is read by the teacher and, because it is "personal" writing, it is not marked for mechanical acuracy or stylistic features. A reply to the student is not necessary in the journal itself.

Name of Student _____ Date _____

Evaluation period from _____ to _____

1. With which response are you most satisfied?
Why?

2. With which response are you most dissatisfied?
Why?

3. What can you do to try to make your responses more satisfying?

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READING PROGRESS CHECKLIST

Reader: _____ Date: _____

	Usually	Sometimes	Rarely	Not Yet
1. I understand what I read in class				
2. I understand what I read outside class.				
3. I talk about what I read in class.				
4. I think about what I already know before I read.				
5. I think about what I already know as I read.				
6. I ask myself questions as I read.				
7. In my own mind, I say what I read in my own words				
8. If I don't know a word, I use the words around it to guess what it means.				
9. If I don't know a word, I think about how the letters sound and "sound it out."				
10. I slow down if the reading is hard or spped up if the reading is easy.				
11. After I read, I think about what I read and think if I agree or disagree.				

How has your reading improved?

_____

_____

_____

What do you need to work on?

_____

_____

_____

_____

_____

_____

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Pre- and Post-Reading Questions

Name _____
Date: _____

ARTICLE: _____
(Title)

BEFORE you read the article, answer 1 and 2:

1. I ALREADY KNOW:
   Two clues to what my article is about:
   a.

   b.

2. I WANT TO KNOW: Why did I choose this article? What was I curious about?

AFTER you have read your article, answer this last question:

3. I LEARNED: These are new things I learned from this article:
   a.

   b.

4. FREEWRITE: How do you feel about this story?

PRE AND POST READING QUESTIONS

What do you know to be true about the subject before reading the article?	Things you want to remember from the reading. (ideas, page #'s or quotes)	How did the reading reinforce or change your beliefs?

WRITING

WRITING

This section includes a general and functional competency list, suggestion for looking at writing in a specific or in a holistic way, a list of strategies and tools, a set of forms, and an appendix of additional writing assessment tools and forms.

About the Forms

The **writing competencies form I** is intended for use with the general or functional competency list. Choose a competency from the list and an appropriate strategy or tool. Write in the code for the competency in the space provided at the top of the form. In the same space, write in the strategy/tool you will be using to assess that competency. Use the columns to record your observations or results. The same code may be repeated depending on how often you assess that particular competency. However, the tool you use each time may be different. Suggested methods of recording:

- **+ (70% and up) or - (below 70%)**
- **M (Mastered) or NY (Not Yet)**
- **holistic rating guide, page 21 (most appropriate for gen. competencies #3 and #6/ functional competencies #5, #7 and #8)**

The **writing competencies form II** is designed for assessing specific elements in a student's writing. Write in the code for the competency and the strategy you will be using to assess it in the blank space at the top of the form. See the bottom of page 20 for rating suggestions.

The **student editing form** has two versions. The short version is for the lower levels and the long version is for the upper levels. It is designed to help the students keep track of their writing errors. Filling out the form will make the students aware of their error patterns. It will also give the teacher additional information useful to the process of assessment. All of the forms in this section should be used in ongoing assessment.

General Writing Competencies

These competencies were taken from the Seattle Central Community College Basic Studies ESL Curriculum and the Washington State Core Competencies. We have categorized them as general competencies because they are the basic skills involved in the process of writing. Each item has a code which can be used as headings in the forms as teachers assess each competency.

1. Write statements and questions with correct word order. (**WORD ORDER**)

2. Use commas, question marks, apostrophes, and periods correctly in contractions, lists, simple sentences, and questions. (**PUNCTUATION**)

3. Take notes and/or summarize information from written or oral sources. (**SUMMARY**)*

4. Produce compound and complex sentences, including unreal conditions, using proper punctuation and tense. (**SENTENCES**)

5. Use test-taking strategies on standardized and written tests. (**TESTS**)

6. Write a simple paragraph with a topic sentence. (**PARAGRAPH**)*

7. Use knowledge of prefixes, suffixes, roots, and basic parts of speech (i.e., word families) to expand written vocabulary. (**VOCABULARY**)

8. Demonstrate knowledge of basic spelling rules and correctly spell common homonyms. (**SPELLING**)

***Use holistic rating guide (page 21) for these competencies.**

Functional Writing Competencies

These competencies were taken from the Seattle Central Community College Basic Studies ESL Curriculum and the Washington State Core Competencies. We have categorized them as functional competencies because they are practical and specific to a situation. Each item has a code which can be used as headings in the forms as teachers assess each competency.

1. Write the upper and lower case letters. **(ALPHABET)**

2. Write personal information (name, address, etc.) in money orders, applications, and time cards. **(PERS. INFO.)**

3. Write personal notes or messages related to school, work, family, etc. **(PERS. NOTES)**

4. Take down short messages and directions on the telephone and in person. **(MESSAGES)**

5. Write personal letters. **(LETTERS)***

6. Fill out forms, questionnaires and surveys. **(FORMS)**

7. Write directions and steps in a process. **(PROCESS)***

8. Write personal employment background information using forms, resumes, and letters. **(EMPLOYMENT)**

*** Use the holistic rating guide (page 20) for these competencies.**

Writing Assessment Strategies and Tools

These strategies and tools are commonly used in the assessment of writing. They were compiled from the suggestions of the Basic Studies ESL teachers and other sources. Teachers can use this list to determine the appropriate tools for the competencies they need to assess. The accompanying forms are designed for them to record their observations and results.

1. Dictation: a strategy used to check on a student's ability to listen and write down words or complete sentences accurately. A teacher may dictate to the students or the students may dictate to each other.

2. Guided writing: sometimes known as controlled writing. Students write according to specific guidelines (tense, number, noun/pronoun, etc.).

3. Journals: personal diaries on any given subject. As an informal assessment tool, it can yield information about a student's writing ability. (See appendix W5 for sample journal prompts.) In general, students are encouraged to do freewriting and entries are not corrected.

4. Language experience story: a student's own story initially dictated to the teacher. The teacher records the exact wording, including errors, on the board and the student copies the story. When used as an assessment tool, it can give informationabout the student's ability to copy with understanding and to correct his or her errors.

5. Spelling charts: Students keep a record of words they tend to misspell. It is a good assessment tool because it gives a student a concrete goal to aim for and encourages him/her to monitor his/her learning progress. (See appendix W6 and W7 for sample.)

6. Sentence completion: the student completes the meaning of a sentence by adding an appropriate phrase or clause.

7. Writing collection: samples of students' writing gathered over the course of a class. A writing collection may be a portfolio or a working folder. (See appendix W1-W4 for more detailed description.) Contents of a writing collection may include:

- personal letters
- short pieces such as notes, messages, memos
- paragraph compositions

- paraphrases - paraphrasing is a writing skill in which information from published sources is written in different words (rephrased) without changing its original meaning
- summaries - similar to a paraphrase except that a summary is usually shorter; includes only the main ideas and supporting points, leaving out the details
- reports of interviews, news items, accidents, etc.

8. Writing sample: The student is given a topic to write about within a given period of time and without the aid of a dictionary. This tool can be used as an initial or final assessment. (See appendix W9 for one example of an evaluation sheet.)

There are various ways to assess student writing. Given below are two methods which are to be used in conjunction with the forms developed for this project:

Assessing specifically

In this method, a teacher looks at certain specific elements in a student's writing. This is probably more appropriate for the lower levels, where students generate sentences rather than paragraphs. These specific elements are language use, vocabulary and spelling, and mechanics.

A. Language use includes:
- simple statements and questions (affirmative and negative)
- compound statements and questions (affirmative and negative)
- subject-verb agreement
- correct verb tense and verb form
- correct pronoun forms
- number agreement
- clear sentence meaning

B. Vocabulary and spelling includes:
- basic sight vocabulary
- general vocabulary appropriate to the level
- knowledge of basic spelling rules

C. Mechanics includes:
- the upper and lower case letters
- space between words
- correct punctuation
- basic capitalization

NOTE: Two ways to record assessment in the form:

a) **+ (70%)** **- (below 70%)**

b) **4 excellent (few errors)**
3 good (several errors)
2 fair (major errors)
1 poor (dominated by errors)

Assessing holistically

This second method allows the teacher to rate the writing in a more holistic way. Teachers use numbers to record their assessment in the accompanying form. Each rating in the number system is keyed to a certain level of proficiency in the areas of content, language use, vocabulary, and mechanics. The descriptions include writing characteristics which teachers can use as guidelines in their assessment.

Rating Guide

4	Excellent	fluent expressions of ideas/ good choice of vocabulary/ compound and complex sentences/ few errors in grammar and spelling/ good punctuation
3	Good	somewhat fluent/ adequate expression of ideas/ adequate vocabulary/ occasional errors in word form/ simple and compound sentences/ minor errors in complex sentences/ several errors in grammar and spelling/ a few errors in punctuation
2	Fair	limited expression of ideas/ choppy sentences/ limited vocabulary/ major errors in grammar and spelling/ meaning often unclear
1	Poor	unable to express ideas/ little knowledge of vocabulary and sentence structure/ dominated by errors in grammar, spelling, capitalization and punctuation

WRITING FORMS

WRITING COMPETENCIES FORM I

Student Names							

General

Functional

Sample

WRITING COMPETENCIES FORM I

Student Names	parag summary	parag summary	parag story				
Martha Lee	3	3	4				
Hue Tran	2	3	3				
Jane Au	3	4	4				
Phuong Nguyen	2	2	3				
Andrea Soriano	1	1	2				

General

Functional

WRITING COMPETENCIES FORM II

Student Names												
	Lang Use	Voc & Sp	Mech	Lang Use	Voc & Sp	Mech	Lang Use	Voc & Sp	Mech	Lang Use	Voc & Sp	Mech

Sample

General

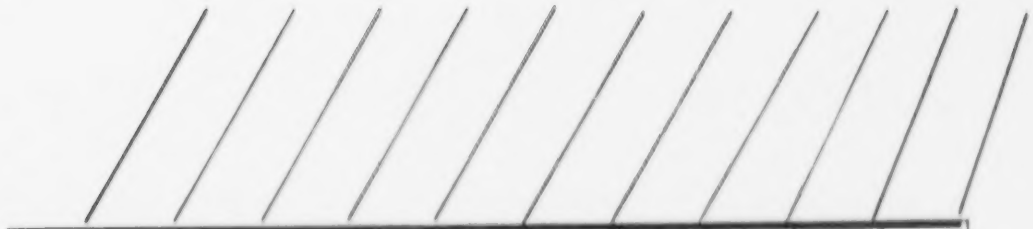
Functional

WRITING COMPETENCIES FORM II

Student Names	Word Order Lang. Exp. Story			Punctuation Dictation			Punctuation Guided Writing					
	Lang Use	Voc & Sp	Mech	Lang Use	Voc & Sp	Mech	Lang Use	Voc & Sp	Mech	Lang Use	Voc & Sp	Mech
Jill Kosa	3	2	3			3	3		4			
Pablo Costa	3	3	4			4	2		4			
Kasin Nebron	3	4	4			4	4		4			
Bianca Cortez	1	2	2			2	2		3			
Anna Schmidt	3	4	4			3	3		4			

NAME _____

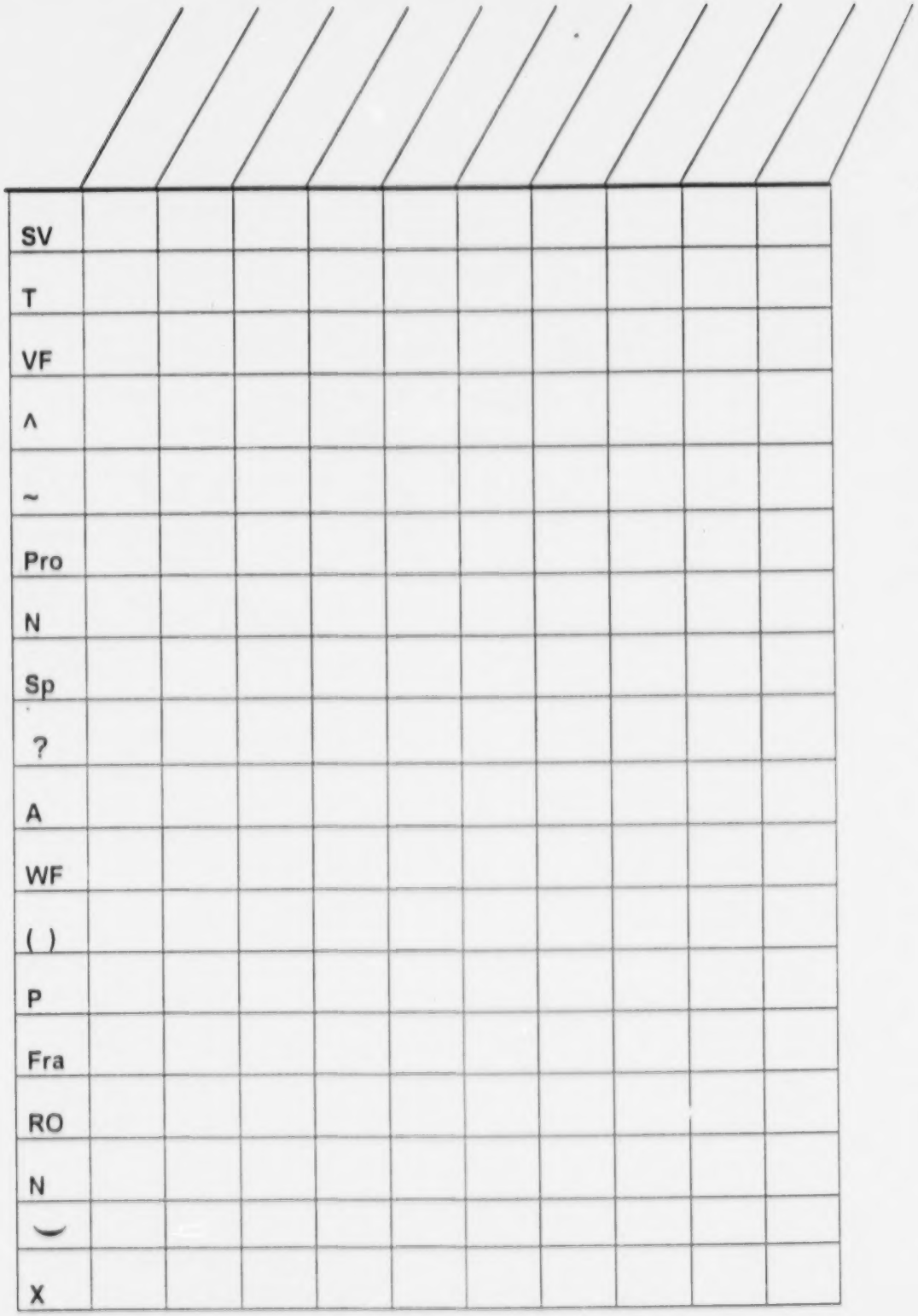
STUDENT EDITING FORM



SV										
T										
VF										
^										
~										
Pro										
N										
Sp										
?										

NAME _____

STUDENT EDITING FORM



Sample

STUDENT EDITING FORM

Writing Activities	Letter	Summary	Personal Inf.	Letter						
SV	3	4	2	2						
T	2	4	2	0						
VF	2	3	1	2						
^	1	3	1	1						
~	1	2	0	0						
Pro	1	2	1	1						
N	0	2	0	0						
Sp	5	3	3	3						
?	1	2	0	2						

Correction Symbols

	Symbol	*Meaning*	*Example*	*Advice*
1.	(SV)	**Subject-Verb Agreement**	He *have* a brother (SV)	Verbs must agree with their subjects. What is the subject of this verb?
2.	(N)	**Number Agreement**	They have two *pen*. (N)	Do you want to use the singular or plural form? Is it a noncount noun? How can you make a noncount noun countable?
3.	(Sp)	**Spelling**	I *reede* the newspaper. (Sp)	Use your Dictionary to find the correct spelling.
4.	(Pro)	**Pronoun**	I like Mary. *He* is my sister. (Pro)	What (pro)noun does the pronoun refer to? Should it be singular or plural? do you want an object pronoun or a subject pronoun?
5.	(A)	**Article**	*United States* is Great! (A) Can you give me *a* apple? (A)	Is this the right article? Do you need *a, an,* or *the*? Is an article necessary? Did you forget an article?
6.	(Prep)	**Preposition**	I live *in* that street. (Prep)	Is this the preposition you want? Is it necessary? Did you leave out a preposition?
7.	or (^)	**Word Missing**	They ^ good students.	Did you forget a word - probably a subject or a verb?
8.	(WF)	**Wrong Form**	You drive *careful*. (WF)	You need a different form of this word. Do you need a noun, a verb, an adjective, or an adverb?
9.	(⟵⟶) or ⁓	**Word Order**	We gave *to them the present*.	Is this English word order, or are you translating? Standard English word order is subject, verb, direct object, indirect object, adverbials of manner, place, and time.
10.		**Unnecessary**	I went shopping (to)	Remove this word or these words.

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11. (T)	**Verb Tense**	T I *study* yesterday.	Did you use the right verb tense? Are there any time words to help you? what tense do you need? Present? Past? Future? Present Perfect?
12. (VF)	**Verb Form**	VF My watch *made* in Japan.	What form of the verb should you use here? Passive? Active? Continuous? Infinitive? Past Participle?
13. (?)	**Unclear**	? It has many *shrespgmldds*.	Something isn't clear. It may not make sense. It may have more than one meaning. It may be difficult to read. Rewrite it to make it clear.
14. (P)	**Punctuation**	P Does he live in Vermont	Do you need a question mark (?), a period (.), a comma (,), an exclamation point (!), or a semi-colon (;)? Is it time to begin a new sentence? Do you need a capital letter or an apostrophe (') to show possession?
15. (Fra)	**Fragmented Sentence** or Incomplete Sentence	Fra Although *she is my friend*.	Do you need a subject or a verb? Is this only a phrase or a clause, and not a complete idea?
16. (~~~) or (RO)	**Run-on Sentence**	It was a nice day and ~~~~~~~~~ the sun was shining and the birds were singing and we felt happy because it was Friday and there was no more school and we were going to a movie and after we wanted coffee.	This sentence is too long! You have many different sentences in one sentence. Break them apart. If this were spoken English, you would not have time to breathe. Let your hand rest. Use some punctuation.
17. (⌣)	**Connect**	She is here. ⌣ Her Government sent her.	Should these be separate sentences? What connector can tie these ideas together? Use a connector, a transition (Bridge) word, or a time word to make this less choppy.
		Foot ball is very popular.	Should these be separate words or one word?
18. (X)	**Wrong Word or Phrase**	X They *said* me the truth.	Find another way to say the same thing. You may need to write only one word. Maybe you need to rewrite more than

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APPENDIX B

COLLECTIONS OVER TIME

Collections are frames for looking at the work that has been done or is being done over the course of a class. Portfolios, working folders, end of term reviews are all collections. Looking at collections of work students and teachers can see long term growth, and through looking at work over time, analyze how students learned what they learned. Working folders are places to keep everything and are not of themselves assessment, but the work kept in them can be used to create portfolios. The process of building the portfolio is the assessment.

A Few Questions and Guides for Developing Portfolio Assessment In Adult Education

What are portfolios?

Portfolios are collections, samples or representations of your work, of who you are, whether you are an artist, model or learner, applying for a loan, for college or for an apartment. The material in the portfolio depends on your purpose. Portfolios can be used to assess progress in a class, to introduce a learner to a new program or agency or to help an instructor develop lessons.

What goes into the portfolio?

The body of work the portfolio represents could include a learner's writing, including drafts and revisions, books they've read, math, reading lists, journal entries, drawings, class projects, as well as life reading and writing, including memos, letters, newspapers, menus, application forms, or representations of life changes such as writing about a new job, an apartment lease, pay stub, AA coin etc.

Who selects the contents of the portfolio?

The work is chosen by the learner, a learner peer group working together, providing each other feedback, or a learner/teacher negotiation, which might include teacher comments and observations as well as records of attendance, publications, and copies of the initial assessment results.

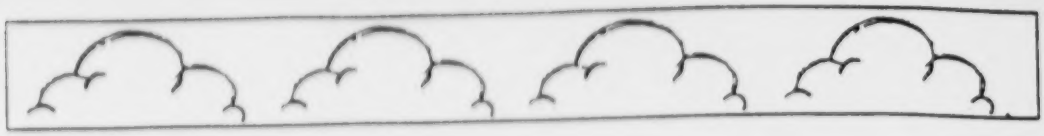
How do you make a portfolio?

<u>What you need</u>

The learner or teacher or program should save all the learner's work including, notes, drafts, lists of books or other reading, projects, intake forms, goal statements, whatever work relates to the stated goals of the learner and the program.

<u>Process</u>

The program or the instructor needs to introduce the concept of assessment—why it's done, the various methods including standard measures—and discuss what the learner could discover by reviewing and reflecting on her work and how they might evaluate it.



PORTFOLIO ASSESSMENT *FOREVER* CHANGES:

Content

Methodology

Evaluation

The Golden Rules

The Agreed Upon Ethical Framework for Maine Adult Educators

1. The adult learner controls, owns, and designs their own portfolio with the practitioner. It is to be portable and transferable.
2. The learner will self-evaluate their own portfolio (progress portfolio) and learn to seek peer evaluation of their outcome portfolio.
3. Demonstration of progress toward the learner's long and short term goals will take place within the portfolio.
4. Portfolio assessment models the concept of process thinking, evaluation, sequential thinking, problem solving, data gathering, theorizing, critiquing and contrasting ideas.
5. The completion of the outcome portfolio is a marker in the adult learner's process of life long learning.
6. Portfolio assessment changes the role of the teacher to that of a facilitator, researcher, consultant, peer learner, active listener . . . .
7. Teacher enthusiasm must be paramount and the use of the portfolio should develop as a daily educational ritual with the adult learner.
8. The reporting goal of the portfolio is to thread both quantative and qualitative data into a more realistic picture of adult learning through each learner, each teacher, each program, each state.

Portfolio assessment is a vehicle for capturing the developing educational autobiography of each adult learner.

Folders

These are any kind of folder or file which contains all the student's work in a class. Drafts, revisions, finished pieces of writing, journals, reading, writing and math lists and assignments can all be included as well as projects they've done in the class, evaluations from different activities, and examples of what students are doing with their learning in their lives such as: memos they can now read, letters they've written, and other indications of changes at work or at home. From the work in these folders, students can build their portfolios or do other end of term evaluation.

Folders should be kept in a place accessible to students as well as teachers. They should be introduced during the orientation or the first class. It needs to be explained that *all* work should be kept in them and that they will be used periodically to see growth over time.

JOURNAL WRITING PROMPTS

1. Today I learned.
2. When I'm able to do the assignment, I feel _____ because_____.
3. Of the work we've done lately, I'm most confident about _____.
4. My plan for what I will do tomorrow is _____.
5. What I still don't understand is _____.
6. When I have homework to do, I _____.
7. When I'm having trouble with homework assignments, I _____.
8. When I don't understand what the teacher is saying, I _____.
9. When I get discouraged or bored with the material, I _____.
10. When I see very little progress in my work, I _____.
11. What inspires me to "keep going" is _____.
12. What helps me learn is_____.
13. What keeps me from leaving is _____.
14. I learn best when _____.
15. The best teacher for me is one who _____.

Name

SPELLING CHART

After any writing you complete, enter here words you think you might have misspelled (include the date you enter them.) For every week, pick five of these words to learn. Enter those words in the chart on the back. Write down the way you spelled it incorrectly, as well as the correct way to spell it.

Date	Word	Date	Word	Date	Word

misspelling	correct word	misspelling	correct word

Hint:

What are some strategies for figuring out the correct spelling of a word? Write some of these here:

Writing Progress Checklist

ame _____ Date _____

	Can Do	Needs Work	Not Evident	N/A
A. Process:				
1. Generates language experience stories	1.			
2. Able to select topics to write about	2.			
3. Willing to try to put words on paper	3.			
4. Develops a topic with details	4.			
5. Able to use writing for a variety of purposes	5.			
6. Willing to revise	6.			
7. Using feedback from others to revise	7.			
8. Writes entries in dialogue journal	8.			
9. Writes entries in learning log	9.			
10. Willing to share some pieces with others	10.			
11. Gaining confidence in self as a writer	11.			

Comments/Observations:

Name:_____
Date:_____

EVALUATION OF WRITING SAMPLE

1. Length:

2. Interest:

3. Expression:

4. Logical order of ideas:

5. Good paragraphs (indentations and all about one idea):

6. Logical word order:

7. Mechanics (grammar and punctuation):

8. Spelling:

9. Handwriting:

SPEAKING

SPEAKING

This section includes a general and functional competency list, a suggestion for looking at a student's communication skills in a holistic way, a list of strategies and tools, a set of forms, and an appendix of additional speaking assessment tools and forms.

About the Forms

The **speaking competencies form** is intended for use with the general or functional competency list. Choose a competency from the list and an appropriate strategy or tool. Write in the code for the competency in the space provided at the top of the form. In the same space, write in the strategy/tool you will be using to assess that competency. Use the columns to record your observations or results. The same code may be repeated depending on how often you assess that particular competency. However, the tool you use each time may be different. Suggested methods of recording:

- **+ (70% and up) or - (below 70%)**
- **M (Mastered) or NY (Not Yet)**

The **holistic listening/speaking form** is primarily an observation form. The headings reflect the list describing the behaviors of a student who communicates effectively (see page 34). We have provided some blank spaces for other headings you may choose to add. The form is intended to help teachers document the behavior when it is observed. We suggest using a check mark. However, some teachers may possibly use it to note those students who do not show the behavior.

The **group work form** is designed to help the students keep track of the quality of their participation in group work. Filling out the form will remind the students to be more active and responsive in group activities. It will also give the teacher additional information useful to the process of assessment. All of the forms in this section should be used in ongoing assessment.

General Speaking Competencies

These competencies were taken from the SCCC Basic Studies ESL Curriculum and the Washington State Core Competencies. We have categorized them as general competencies because they are basic communication skills. The list is somewhat hierarchical, although some skills are applicable to all levels. Each item in the list has a code which can be used as headings in the corresponding forms, as teachers assess the competency.

1. Use words or phrases and nonverbal behavior to express immediate needs and wants. **(BASIC COMM.)**
2. Ask or respond to questions or make statements about the immediate situation. **(QUEST./STATE.)**
3. Pronounce English sounds in an understandable manner. **(SOUNDS)**
4. Use basic survival vocabulary and simple sentences to describe people, or objects, or to report an activity or facts about a situation. **(DESCRIPTIONS)**
5. Use basic formal and informal phrases or sentences in short conversations. **(FORMAL/INFORMAL)**
6. Initiate and maintain simple conversations. **(CONVERSATION)**
7. Request, confirm and clarify basic information. *
8. Make apologies, state reasons, or excuses appropriately. **(EXCUSES)**
9. State and discuss personal skills and interests (life-skill situations, social settings). **(PERS. SKILLS/INT.)**
10. State and discuss personal opinions and ideas. **(OPINION)**
11. Pronounce words in a manner understandable to the general public. **(PRONUN.)**
12. Use appropriate stress, rhythm and intonation patterns. **(STRESS/INTON.)**
13. Orally summarize and clarify information received from a variety of sources such as instructions, announcement, short speeches, pre-recorded messages. **(SUMMARIZING)**
14. Make oral complaints and give reasons for dissatisfaction. **(COMPLAINTS)**

I5. Make statements to persuade. **(PERSUADING)**

I6. Explain steps in a process. **(PROCESS)**

I7. Initiate, maintain and terminate conversations in an appropriate manner. *

I8. Clearly state reason for personal decisions or asking for permission. *

19. Respond to negative questions appropriately. **(NEG. QUEST.)**

* **This competency was not assigned a code. Teachers need to use their own headings in the forms.**

Functional Speaking Competencies

These competencies were taken from the SCCC Basic Studies ESL Curriculum and the Washington State Core Competencies. We have categorized them as functional competencies because they are practical skills which are specific to a situation. The list is somewhat hierarchical, although some skills are applicable to all levels. Each item in the list has a code which can be used as headings in the corresponding forms, as teachers assess the competency.

1. Respond appropriately to questions regarding name, address, etc. **(PERS. INFO.)**
2. Introduce self. **(INTRODUCTIONS)**
3. Ask for help or favors. **(REQUESTS)**
4. Make emergency calls (police, fire, medical emergencies). **(EMERGENCY)**
5. Report an accident, injury, or incident. **(REPORT)**
6. Understand and use public services. **(PUBLIC SERV.)**
   - bank
   - post office
   - bus
   - shopping
   - housing
   - utilities
7. Make statements and ask questions about job duties, skills, experience, work preference. **(EMPLOYMENT)**

Speaking Assessment Strategies and Tools

These strategies and tools are commonly used in the assessment of speaking. They were compiled from the suggestions of Basic Studies ESL teachers and other sources. Teachers can use this list to determine the appropriate tool for the competencies they need to assess. The accompanying forms are designed for them to record their observations and results.

1. Dialogues: simulated conversations which students perform in class.

2. Dictation: to assess speaking, the emphasis is on the oral production of the student who gives the dictation. The teacher observes whether he or she can be understood by those taking the dictation.

3. Group or pair work: students interact with each other in a pair or a group. The teacher observes the ability of the student to communicate effectively.

4. Interviews: students are asked to interview each other. Teachers can gauge how well the students can be understood by their partners through classroom observation. Interviews can also be an out-of-class assignment which students can report on orally.

5. Oral presentation: students are assessed on their ability to give brief speeches, explain a process, or summarize information on an assigned topic.

6. Question and answer: one of the most basic tools which gives a teacher information about a student's ability to respond orally.

7. Role play: the teacher presents situations or problems and assigns a role to the student. The student is assessed on his/her ability to communicate within that situation.

Holistic Listening/Speaking Assessment

The following is a list of behaviors characteristic of students who communicate effectively. This list is intended to help teachers assess their students' speaking ability holistically. The accompanying form (see pages 32-33) may be used to document these behaviors as they are observed over a period of time.

Students who communicate well :

1. Know how to ask for clarification.
2. Understand and use nonverbal cues.
3. Speak in an understandable manner.
4. Initiate and carry on spontaneous conversation.
5. Uses English frequently.

SPEAKING FORMS

General

Functional

SPEAKING COMPETENCIES FORM

Student Names							

Samples

General

Functional.

SPEAKING COMPETENCIES FORM

Student Names	Introd. Dialog	Emerg. Dialog	Pub. & Bank Role Play	Pub. Serv. Bus Role Play			
Mike Harney	+	−	+	+			
Yu Ying Tsai	−	−	+	+			
Gustavo Romero	−	−	+	+			
Zoila Reyes	+	+	+	+			
Daniel Moreno	−	+	−	−			

HOLISTIC LISTENING/SPEAKING FORM

Student Names	Asks for clarification	Understands and uses nonverbal cues	Speaks in an understandable manner	Initiates or carries on conversation

HOLISTIC LISTENING/SPEAKING FORM (PART 2)

Student Names	Uses English frequently	(Other)	(Other)	(Other)

Sample

HOLISTIC LISTENING/SPEAKING FORM

Student Names	Asks for clarification				Understands and uses nonverbal cues				Speaks in an understandable manner				Initiates or carries on conversation			
Zeriab Hassan		✓	✓		✓											
Barb Nu		✓		✓		✓	✓		✓	✓	✓					✓
Dinh Xuan Ly	✓		✓			✓				✓			✓			
Jose Ramirez		✓					✓									
Anh Tu			✓	✓		✓					✓		✓			

NAME _____

GROUP WORK FORM

DID YOU . . .	Activities									
PARTICIPATE? • ask questions • volunteer comments • contribute to the discussion										
COOPERATE? • listen attentively • respect others' ideas and opinions • actively help with the task										
EXTEND YOURSELF? • review • practice more • try a new way • connect ideas from other lessons or your life										

0 - None 1 - A little 2 - A lot

NAME Ben Chen

Sample

GROUP WORK FORM

DID YOU . . .	Activities: Discuss problem, solution	Compare answers	Dialogue	Read + discuss passage, story	Group Critiques	Review for test				
PARTICIPATE? • ask questions • volunteer comments • contribute to the discussion	2	2	2	1	2	1				
COOPERATE? • listen attentively • respect others' ideas and opinions • actively help with the task	2	2	2	1	2	1				
EXTEND YOURSELF? • review • practice more • try a new way • connect ideas from other lessons or your life	1	0	0	0	1	1				

0 - None 1 - A little 2 - A lot

HOLISTIC LISTENING/SPEAKING FORM (PART 2)

Student Names	Uses English frequently				(Other)				(Other)				(Other)			
Beriab Nasson																
Barh Nu		✓														
Dirk Xuan Tej	✓															
Jose Ramirez																
Bah Tu			✓													

APPENDIX C

Tape Journals in the Oral Skills Class

This entry on oral skills is from Literacy Update, a publication of the Literacy Assistance Center. It is reprinted with permission. For more information about the Center or Literacy Update, write to them at 15 Dutch Street, 4th floor, New York, NY 10038, or call 212-267-5309.

by
Eileen Hughes

LaGuardia Community College

In an oral skills or pronunciation class, students can be assigned a spoken journal on cassette tape just as they are assigned a written journal in a writing class. The tape journal is as valuable as the written in promoting fluency. It becomes a record of students' individual explorations in English and provides the medium for a dialogue between the teacher and each student.

PROCEDURE

Ask students to purchase a cassette tape. Tell them they are responsible for completing a fixed number of "entries" during the course. Ask them to speak on a given topic for at least five minutes each week and explain that, after they hand in the journal, the teacher will listen to it and respond on the tape. You can suggest that they not read (from printed material), but instead speak spontaneously, stopping the tape where they need to and continuing again.

When you return the tapes, instruct students to listen to their own voice and then to the teacher's comments. Next, they should bring the tape back to the end of their last recording and make a new entry, taping over the teacher's comments (which may be long-winded!).

If possible, give students access to a tape recorder before class begins or during break-time, in case they do not have a recorder at home.

Try to return the tapes with your comments to the students as soon as possible. (It's a good idea to have the students hand in their tapes on different days. This lightens the teacher's burden.)

ASSIGNMENTS

The first assignment should allow students to relax and get comfortable with the medium. Suggestions: tell me about yourself...your family....your country. Further suggestions include: What makes you laugh? Tell me about something you are good at doing...about a good friend...about a dream you had.

Give assignments focused on improving students' weakest skills. For example, for practice pronouncing past tense endings: Tell me about an experience in the past, either something that happened in your country or something that happened during your first days in New York.

From here, assignments can become individualized; each entry can set the direction that the next one will take.

FEEDBACK

Answer genuinely. Thank the students for sharing their stories, adventures, and often remarkable insights.

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As with a written journal, it can be rgued that teachers' comments should ocus on content and not point out errors, although the latter is sometimes resistible!

Note: It's a good idea to make notes as you listen to the students' tapes. This ill improve your memory when re- ponding and will also become a useful record of students' needs, interests and istory.

SELF-ASSESSMENT

Ask students, once they've become comfortable with the medium: Tell me how you feel in the class. What do you ke best about the class? Least? How can the class help you more? (Be sure to rovide examples: more listening exer- ;? more homework? less homework? more pronunciation?) Or: Listen to your wn voice on the tape. What words are ardest to understand? What are your strongest skills? your weakest skills? Again, provide examples.)

Elicit from your students (periodically or midway through the course) what they feel is most valuable about this experience and discuss the tapes in class. Remind students upon completion of the course of the value of the tape journal. Encourage them to continue with it, as they would a written journal, even after the class ends.

USES

- For diagnostic purposes: common and consistent errors can become the focus of future lessons.
- For assessment of fluency of speech and contextualized pronunciation.
- For building students' awareness of their own strengths and weaknesses.

FURTHER USES

- For class evaluation: students often find it easier to make discrete and constructive comments on the tapes than in person.
- For building students' self-confidence: most students respond positively to hearing themselves speaking English. ☑

As with a written journal, it can be argued that teachers' comments should focus on content and not point out errors, although the latter is sometimes irresistible!

Role play observation

Use this chart as a guide when viewing role plays. The class can work together to set criteria for the observation (e.g. maintaining eye-contact, using positive language). The students can set a scale based on the criteria and offer reasons for their ratings.

To do this effectively, the class would learn about how to set criteria, how to judge based on criteria, and then do the actual evaluation with positive feedback and suggestions.

In addition to the class themselves, outside "experts" or representatives of target groups could be brought in to evaluate and they could teach their methods for setting criteria and discuss how they use it to evaluate a project.

Name
Date

ROLE PLAY OBSERVATION

Criteria or Skill	Never Uses	Uses Rarely	Uses Sometimes	Uses Regularly

3. Using information you discovered through tests, activities or discussions, what are your strengths in speaking? and what do you need to work on?

Speaking Skills	Strengths	Need to work on.
Being able to talk in front of a group		
Speaking clearly		
Organizing my ideas when I talk		
Asking questions to make things clearer		
Connecting what I say to what other people are talking about		
Not repeating myself		
Making sure I'm understood by checking it out		
restating my ideas in a different way if people don't understand me		
Encouraging other people to speak		
Using formal English when it's appropriate		
Knowing when to speak up and when to stay quiet		
Using eye contact in the right way		

4. Using information you discovered through tests, activities or discussions, what are your strengths in listening? and what do you need to work on?

Listening Skills	Strengths	Need to work on.
Understanding what people say		
Understanding directions the first or second time		
Figuring out what the conversation is about so I can add to it		
Figuring out what I think about what people are saying		
Remembering what people say		
Taking notes while I'm listening		
Being able to restate what other people say		
Understanding body language and tone of voice		

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LISTENING

LISTENING

This section includes a list of listening and observing competencies, a list of strategies and tools, a form, and an appendix of additional listening assessment tools and forms.

About the Form

The **listening and observing form** is intended for use with the competency list. Choose a competency from the list and an appropriate strategy or tool. Write in the code for the competency in the space provided at the top of the form. In the same space, write in the strategy/tool you will be using to assess that competency. Use the columns to record your observations or results. The same code may be repeated depending on how often you assess that particular competency. However, the tool you use each time may be different. Suggested methods of recording:

- **+ (70% and up) or - (below 70%)**
- **M (Mastered) or NY (Not Yet)**

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Listening and Observing Competencies

These competencies were taken from the Seattle Central Community College Basic Studies ESL Curriculum and the Washington State Core Competencies. We have categorized them as general competencies because they reflect the basic skills involved in the process of listening. The list is somewhat hierarchical, although some skills are applicable to all levels. Each item in the list has a code which can be used as headings in the corresponding forms, as teachers assess the competency.

1. Understand relationship between letters and sounds. **(PHONETICS)**

2. Understand and follow oral directions and requests. **(DIRECTIONS)**

3. Follows rules and regulations presented orally. **(RULES)**

4. Respond to warnings. **(WARNINGS)**

5. Differentiate among statements, questions and imperatives from voice patterns.
(S vs. Q)

6. Recognize formal and informal language (reduced speech, linked words, idioms, etc.).
(FOR. vs. INF.)

7. Recognize and respond appropriately to American non-verbal behavior (eye contact, facial expressions, gestures, etc.). **(NON-V)**

8. Recognize significant information in announcements and reports. **(ANNOUN.)**

9. Identify main topic(s) from conversations between native speakers. **(CONV.)**

10. Interpret the inferred meaning (anger, compliment, condolence, sarcasm) of a spoken message by using intonation, rhythm and stress as clues to the speaker's intent.
(INFER. MEAN.)

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LISTENING ASSESSMENT STRATEGIES AND TOOLS

These strategies and tools are commonly used in the assessment of listening. They were compiled from the suggestions of the Basic Studies ESL teachers and other sources. Teachers can use this list to determine the appropriate tools for the competencies they need to assess. The accompanying forms are designed for them to record their observation and results.

1. Dictation: a strategy used to check on a student's ability to comprehend aurally and write down words or complete sentences. A teacher may dictate to the students or the students may dictate to each other.

2. Focused listening: students listen to the teacher, a recording or other oral sources to show their ability to discriminate specific sounds or recognize significant information.

3. Info-gap activities: working in pairs, students retrieve information from each other orally and record it on their worksheets. The teacher checks the student's listening comprehension by looking at the accuracy of the information.

4. Question and answer: a formal or informal assessment tool in which a question is asked orally and the student responds with an appropriate action, an oral or a written response.

5. Repeat back: the oral equivalent of paraphrasing. The student repeats back the oral directions or brief information that he or she has just heard.

6. Task performance: assessment involves observing how successfully a student follows instructions to complete a task. Examples include:

- doing specific projects such as making book covers in class
- performing classroom-related tasks (e.g., finding a page in the textbook, going to the blackboard, following homework instructions)
- performing basic procedures in using a computer

7. Total Physical Response (TPR): a strategy for assessing a student's ability to comprehend oral commands. It is primarily used at the lower levels.

LISTENING FORMS

LISTENING COMPETENCIES FORM

Student Names							

Sample

LISTENING COMPETENCIES FORM

Student Names	Directions TPR	phonetics dictation	phonetics matching	nonverbal role play	Assessments Tape		
Molina Raul	+	+	+	−	−		
Lee Fong	+	−	+	+	+		
Edwin Reyes	+	−	+	−	−		
Cuong La	+	+	+	+	−		
Roque Flores	+	+	+	−	+		

APPENDIX D